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Oberlin College

A history of honor

Oberlin

1923

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A History of Honor

Box 126

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Vol 126

*A
History of Honor*

What Oberlin has meant
and now means to
American life

OBERLIN, OHIO
1923



HENRY CHURCHILL KING
President of Oberlin College

M. J. L. Aug. 11, 1911

The Oberlin Alma Mater

IN the vestibule of the Administration Building of Oberlin College, erected in honor of one of the most distinguished alumni of the College—General Jacob D. Cox—are to be found two beautiful lunettes painted by Kenyon Cox, in memory of his father and mother. They are “eloquent of that passion for rightness which lifts his paintings to their high place in modern decoration.” The memorial to General Cox represents “The Active and Contemplative Life,” and is a noble tribute to the rounded wholeness of the great man it honors. The lunette in memory of his mother—Helen Finney Cox—represents “The Spirit of Self-Sacrificing Love,” a robust and serviceable angel, crowned with a crown of thorns, holding aloft like a torch a flaming heart, and glorified with broad and ready wings of aspiration. I would claim the spirit of both memorials as characteristic of cherished Oberlin ideals. Particularly would I suggest that the memorial to Mrs. Cox—so ideally symbolizing both the strength and the beauty of the spirit of the Christian college—be given the unique glory of adoption by the College as the Oberlin Alma Mater.

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Henry Churchill King

A History of Honor

"FAITHFUL when others were faithless in the dark days of Slavery and Disunion—God bless and prosper it. I fully recognize the debt which Freedom, Temperance, Christian Manhood and Womanhood owe to this noble institution."

So John Greenleaf Whittier years ago characterized Oberlin.

His words, true then, are just as true today. Oberlin is still faithful to those same ideals of Freedom, Temperance, Christian Manhood and Womanhood, although the new day brings new ways of showing that faith.

At the heart of Oberlin, animating the life of the College and alumni, now as always, lives the Founders' ideal—an ideal of a simpler and higher way of Christian living in which the College should be the center of the community. This conception led those who held it to leave their homes and cut a place for the College and the community in the midst of the wilderness. And it inspired them to name both in honor of that famous pastor of Alsace, beloved of his people, peace-maker between French and German, Protestant and Catholic, preacher of Christ's essential doctrine of love and service—John Frederic Oberlin.

President King restates the Oberlin ideal in terms fitted to the new day when he says:

"Oberlin seeks the education of the entire man—physical, intellectual, aesthetic, moral and religious. It seeks an education looking preëminently to the service of community and nation—the indubitable obligation of the privileged. It means to foster the spirit of a rational, ethical and Christian democracy. It aims to train its students personally to share in the great intellectual and spiritual achievements of the race, to think in world terms, to feel with all humanity, to cherish world purposes."

What force the College has been in the lives of its men and women is best shown in what they have done since leaving the campus. Their record is Oberlin's proudest possession. It is indeed her justification for being. They have been influences for good wherever they have lived, they have helped to build better communities in every part of America and in foreign lands, and they have taken outstanding leadership in great movements looking toward Christian progress. What their service has been is set forth in the following pages.

But the records cannot show the fine spirit and high devotion that the average Oberlin graduate, living quietly and unpretentiously and unsung, brings to his life and work. The following extract from a letter written by an Oberlin woman is typical of the great body of Oberlin's alumni: "We have tried to be good citizens, good parents, good Christians. The obligations of our personal lives have pressed hard. Through them and beyond them we have unflinchingly pursued the vision of something greater than ourselves."

Oberlin and the Abolition of Slavery

A TEACHER at a desk in a little country school house talking to an audience of folk from the district round about, or presiding at a debate on the subject of his greatest interest, the Abolition of Slavery, symbolizes Oberlin's influence in helping to bring to a settlement the slavery question.

For the Oberlin men and women, scattered throughout Ohio and the neighboring states to teach in district schools during the long winter vacation, taught something more important than fractions and the alphabet; they fired the minds of the people everywhere with the doctrine of the abolition of slavery.

Long before the cause of abolition was popular the College was definitely the center of teaching and propaganda in its favor. And so strong was Oberlin's influence that General Cox, first Governor of Ohio after the Civil War, said of the College and its students: "The definite ideas of reform they spread were essentials in a movement which culminated in a great public convulsion and changed the fundamental laws as well as the institutions of this country."

When the call to arms came in 1861, Oberlin sent 850 men, three of whom rose to be major generals, three brigadier generals and ten colonels (a record which she lived up to later in the World War when one of every six living alumni was in active service—1,206 in Army and Navy and 279 in auxiliary service, including one brigadier general, two colonels, two lieutenant colonels and a large proportion of officers of lower rank).

Just because the College linked itself thus from the beginning with great moral movements, it was national in aim, in consciousness, in constituency and in influence.

But Oberlin's work for the negro race was not merely, as President Hayes said, "marching at the head of every forward march in the great conflict against slavery." It consisted also in opening her own hearth and home to individuals of the race. *Oberlin was the first College to admit students regardless of race.*

Oberlin and the Education of Women

ONE of the first scholarships given to Oberlin came from Mary Lyon, the woman who later founded the first college exclusively for women—Mount Holyoke. She was interested in the college in Ohio because it was already giving women—what she hoped to offer them in New England—a higher education on the same terms as men.

Oberlin was the first college to admit women, the first co-educational college, and the first college to grant a bachelor's degree to a woman.

At the time the first bachelor's degree was granted to a woman it represented a full-fledged college education; the course of study was virtually the same as that pursued by the men at Yale.

The women graduates early began to take outstanding places. Two Oberlin graduates—Lucy Stone, in whose honor "The Lucy Stone League" has recently been named, and Antoinette Brown Blackwell—took prominent parts in the movement for woman's rights. One Oberlin woman became president of Wellesley College, another was the only woman to hold the position of Superintendent of Schools in Cleveland.

It is especially fitting that an Oberlin woman, as President of the Woman's Union College in Peking, should have bestowed the first college degrees given to women in China.

Oberlin's policy of admitting women on an equality with men was looked upon with distrust by educators everywhere and ridiculed by the public. But the College has lived to see its educational heresy become educational orthodoxy, for in the college and university system that has grown up in the West, the very corner stone is now co-education.

Oberlin and Temperance

*A*N Oberlin graduate founded the Anti-Saloon Movement in America.

The first conference was held in the Oberlin Library and the first public meeting in the Oberlin Church.

The founder began his work in 1893, just at the beginning of a severe financial panic which robbed him of his financial support and threatened to kill the movement. When the future looked blackest and it seemed that the work must be abandoned, President Fairchild of Oberlin gave the fresh encouragement and financial help that saved the project from untimely death.

The work has been continuously carried on with helpers from Oberlin. The man who had the most to do with fighting the legal battles which resulted in prohibition came to the League from the College. And from the outset to the present time, Oberlin men and women, as lecturers, organizers and executives, have been a mainstay of the movement for prohibition.

An Oberlin graduate who has been serving as Divisional Prohibition Enforcement Director for Washington, Oregon, Idaho, Montana and part of Alaska, and who has recently been asked to accept responsibility for enforcement of prohibition in the eastern division which is said to be the "wettest" district in the country, has volunteered not only to serve, but also to contribute his entire salary to the work.

Oberlin and Missions

*O*BERLIN'S vision was world-wide from the start. Within the first decade, from this little clearing in the woods, missionaries had been sent to the Sandwich Islands, to Jamaica, to Africa and to the North American Indians.

Twenty Oberlin men and women toiled for sixteen years in Minnesota and the remote Northwest in the first missionary undertaking for the American Indians.

An Oberlin man started the first missionary work among negroes on this continent. In 1836 he began his service to the 20,000 slaves who had fled to upper Canada for refuge. His mission work was supported by fourteen Oberlin teachers at an annual cost of \$1,000.

An Oberlin woman penetrated South Africa to a tribe which had no written language. She devised means of recording their spoken word, translated the Bible into their language, and taught them to read. Several other Oberlin missionaries rendered a similar service for other peoples.

The woman officially cited by the American Board of Foreign Missions as the most heroic figure in missionary service during the World War was an Oberlin graduate.

These are but a few of the more than one thousand Oberlin men and women who have become missionaries.

In 1881 an Oberlin band of twenty men and women went out to found the Shansi Chinese Mission. They were massacred in the Boxer Revolution, but others took their places and in their honor Oberlin alumni have founded the Shansi Memorial Schools—Primary and Middle Schools and Junior College—supported by Oberlin students, faculty and alumni.

On the campus at Oberlin a noble arch reminds the students of the sacrifice made by these martyred soldiers of the Christian faith, and sets before them as a life goal the idea of service rather than gain. Perhaps it is partly due to the influence of this memorial archway that an American educator was recently

able to say: "I think that nowhere have I found such a general desire among the student body to do worth while things. Each student I met seemed determined to make his life count at least one. . . . It is a spirit we all wish might be in all colleges, and yet a spirit we don't, as a matter of fact, very often find, and I have wondered how you do it."

It is this spirit that has led the 272 Oberlin men and women who now serve in the mission fields of Africa, China, Siam, Japan, Korea, India, Ceylon, Turkey, the Balkans, Latin America, and the islands of the Pacific, and it is this same spirit that each year leads from thirty to seventy-five young men and women to join the Student Volunteer Band for Foreign Missions.

Although the American Board of Foreign Missions and the Woman's Board of Foreign Missions draw their recruits from 252 colleges and universities, Oberlin College provides one in every six of their missionaries. Oberlin has sent out 121 of the American Board missionaries who are now in service, and is rivalled only by Mount Holyoke with 44 and Yale with 42.

"I know of no college in whose work I would rather co-operate," said an internationally known social worker. "On our recent world tour we invariably found among the noblest and most efficient men and women in the outposts of the Christian world, sons and daughters of Oberlin College."

Oberlin and Religion

EIGHTY-FIVE churches, scattered through the Middle West are the work of one Oberlin man who labored in the ministry to call them into being.

Another graduate, during a long and active life, founded 500 Sunday Schools from which grew 200 churches.

Oberlin has sent into the ministry a total of 1,203 graduates.

From the outset the College was strongly religious and non-sectarian. The Graduate School of Theology typifies in its breadth and scope Oberlin's religious influence. It draws its men from 25 different denominations, teaches them the great fundamental truths of Christianity upon which is based the hope for closer fellowship among the various Protestant communions, and sends them forth with a wider view of the task before the Church and a new vision of church unity.

The School of Theology was born of a demand for liberty of speech on the question of slavery. It is natural that it should have faced with open mind the facts of science and evolution and the problems of higher criticism. Through the preaching of its graduates and the writings of its professors it has made a noteworthy contribution to Christian thought, and its presence on the campus makes for a deeper and stronger religious life in the college community.

Oberlin and Social Service

IN February, 1923, at Oberlin, was held the first Ohio State Conference on Prison Reform, looking toward the revision of the entire penal system of the state. In this, as in other branches of social service, Oberlin men and women have always been interested. A graduate of Oberlin, who is Director of the Child Helping Bureau of the Russell Sage Foundation, is President of the American Prison Reform Congress. Another Oberlin man, founder of the "Prison Mission" in Illinois, a prison reform movement that has spread from coast to coast, has been a pioneer in the work of making useful citizens of the children of criminals.

An Oberlin man who has for years been an outstanding figure in juvenile court work in Cleveland, was responsible for the first children's code commission laws which were later enacted in most of the states of the union. Three of the four men who are nationally recognized as founders of juvenile court work in America are Oberlin graduates.

The Minneapolis Association of Civics and Commerce was organized and led by an Oberlin man.

An Oberlin woman who has been a leader in the Prevention of Cruelty to Children Movement in Massachusetts and head of the Department of Social Workers of the Intercollegiate Bureau of Occupations, has recently been called to France to help in the social rehabilitation of devastated villages.

An Oberlin man, one of America's foremost practical sociologists, left his position, as personnel director for a large steel company, to don overalls and study the labor problem firsthand, publishing his findings and lecturing throughout the nation, following his investigation.

Some years ago an Oberlin man was selected to clean up the corrupt election situation in one of the middle western states. To secure assistants upon whom he could depend, he surrounded himself with other Oberlin men and succeeded in revolutionizing the state's whole political situation. He has since served that state for twenty years as Commissioner of Elections.

An Oberlin graduate was founder and for twenty years head of the Hospital for Incurables in Albany, New York.

An Oberlin woman helped to found a school for the blind to which she gave more than twenty years of her life.

An Oberlin graduate, after serving in Hiram House in Cleveland and Hull House in Chicago, became a special agent of the Federal Children's Bureau, investigating the conditions of child labor, and founded juvenile courts throughout the southern states, and is now Director of the Junior Red Cross in Poland. An Oberlin man became an executive in the International Famine Relief Commission at Peking.

More than two hundred Oberlin men and women have served as secretaries of Y. M. C. A. or Y. W. C. A. One Oberlin graduate was director of all the American Y. M. C. A. work in England during the war; another was head of the religious Y. M. C. A. work in France; another had charge of the prison camp work of the Y. M. C. A. in England; a third did similar work for prisoners of war in Germany; still another did most noteworthy service under the Y. M. C. A. in Russia, and has since published an important study of Russian immigration. An Oberlin woman organized the first Y. W. C. A. work in the Russian Army; another has given herself unstintedly to Russian relief work; another is now serving as National General Secretary of the Y. W. C. A. in India.

Oberlin and Public Affairs

"*I* KNOW of no place where scholarship has touched upon the nerve center of public life so effectually as at Oberlin," President Garfield once said.

General Cox, an Oberlin alumnus, is a typical example of this ability to mingle profound scholarship with public service. He was successively State Senator, Major General and Commander of the 23rd Army Corps in the Civil War, Governor of Ohio, member of Grant's Cabinet, member of Congress, Dean of the Cincinnati Law School and President of the University of Cincinnati. So Oberlin likes to think of all her alumni as combining the two qualities of abstract scholarship and practical action.

Two Oberlin men have occupied the office of Secretary of the Interior.

Five Oberlin men have become governors of states.

Twenty-eight graduates have sat in Congress, and some of them have held office for more than a decade.

Oberlin men have held such important government posts as Director of the United States Bureau of Immigration, Director of the United States Census Bureau, member of the Federal Trade Commission, Chairman of the Committee in Charge of the Government Coal Investigation in 1917, and Director of the United States Bureau of Foreign and Domestic Commerce.

An Oberlin graduate was one of two special American Commissioners appointed by Ex-President Wilson to investigate the Near East and make recommendations for consideration of the Peace Conference.

The Director of the Mid-European Union, so effective in the formation of the new Czechoslovak State, was a member of the Oberlin faculty.

An Oberlin man went to the Peace Conference as the official representative of Bulgaria.

Another was a member of the United States Liquidation Commission to settle the finances of the American Expeditionary Forces in France, and was a representative of the Peace League of America at the Peace Conference.

An Oberlin man holds high rank as an expert in matters of taxation, having served as adviser to the Tax Committees of the Ohio Legislature and to a Special Tax Investigation Committee of the State of Washington, acting also as editor of the National Tax Bulletin.

Fifteen Oberlin men have served as American consuls, among them during the War, was the Consul at Queenstown, the port where the victims of the Lusitania and other submarine disasters were landed. More than a hundred have served in other government capacities, such as Secretary of the Hawaiian Commission on Public School Funds; Chairman of the United States Chamber of Commerce Committee on International Arbitration and Peace; Chief of the Eastern European Division of the Bureau of Foreign and Domestic Commerce; Adviser to the Food Minister of Poland.

An Oberlin graduate was Secretary of the American Legation in Peking, President of a Chinese University, Secretary to the Provisional Government during the Boxer Rebellion, headed the international commission which banished opium; as American Charge d'Affaires, succeeded Ambassador Reinsch following the latter's resignation, and has been thrice decorated by the Chinese Government for his service to China.

The Oberlin graduate who now leads the College's missionary schools in China and is one of the political leaders of that country, was a member of the Shantung Commission and is an official adviser in one branch of the Chinese Government.

Oberlin and Education

*T*HAT three brothers educated in Oberlin became college presidents, serving at the same time Oberlin College, Berea College in Kentucky, and Kansas State Agricultural College, is a coincidence that serves to emphasize the unique contribution Oberlin has made to American education.

One hundred three college and university presidents have been graduates of Oberlin.

Seventy-six Oberlin graduates have been deans of colleges.

Forty-four have founded schools or colleges.

Five hundred twenty-one have become college professors.

One hundred ninety-six have been superintendents of schools.

Four hundred thirty-seven have been principals of schools and academies.

In all, 2,957 Oberlin graduates have become teachers, and approximately one out of every three has become either a college president, a superintendent of schools or a principal.

Not only have the graduates carried the Oberlin ideals of education to every part of the country and every branch of the educational system, but many colleges not connected historically or denominationally with Oberlin have consciously made Oberlin their model.

Oberlin has dared to be independent in its educational policies. Not long ago the faculty and administration devised an extensive critical inquiry into the standards for every department to discover the ideal toward which the College should work. The standards which were finally determined on as "tests of college efficiency" have been used as a guide by many other colleges; they drew the comment from a well-known educator, that, as a result of this searching self-inquiry and plans based on it, no college is more fitted to wisely use large endowment funds than is Oberlin.

Oberlin's central contribution to liberal education today is the carrying on of a first-class, strictly modern College of Arts and Sciences. In point of admission requirements, range of curriculum, scope of opportunity for major and vocational study, preparation and standing of the faculty, this department will bear comparison with any similar institution in the land. Its student body has reached a membership of 1,200, to which, on account of the limitations of buildings and equipment, it has been necessary to restrict it. The record of its alumni in graduate and professional schools in recent years is notable for its excellence and for the recognition that has been accorded to it by the universities and the various standardizing agencies.

Especially significant has been Oberlin's service in the field of physical education. The Director of Physical Education in the public schools of New York City and founder of the Girls' Camp Fire Movement was trained at Oberlin, as were the directors in the departments of physical education at Teachers College, Columbia University; University of Rochester; University of Minnesota; Western Reserve University; University of Chicago; Ohio State University; Wesleyan University in Connecticut; Teachers College, Nanking, China; St. Johns College, Shanghai, China; Syrian Protestant College in Beirut, Syria; and many others.

Nearly forty years ago, a decade before physical education for women was seriously considered at most women's colleges, the department of physical education for women at Oberlin had achieved distinction. Of its recent majors, twenty-nine are teaching physical education in colleges, thirty-eight in high schools, and twenty-six in Y. W. C. A. organizations. The director of Cleveland's playgrounds and community centers is a graduate of this department. Another graduate was a leader of physical training work in the Y. W. C. A. in Poland and at present in Belgium.

Oberlin and Art

WHAT critics have called the most beautiful college art building in America graces the Oberlin campus. It is one of a group of lovely buildings in Northern Italian Romanesque architecture, the work of Cass Gilbert, the architect who designed the Woolworth Building in New York. Twenty years ago when Mr. Gilbert was appointed the college architect, he laid out a plan for the development of the campus so as to add increasingly to its aesthetic appeal. His plans should finally give Oberlin one of the finest groups of college buildings in the world.

The determination on the part of the authorities to spare no pains to develop the college architecture grew out of the wish that every student might have some acquaintance with and appreciation of art. The Art Building, the Administration Building, the Chapel, are in themselves things of beauty and a constant artistic inspiration to all who use them.

The Art Building houses a choice collection of paintings, casts of great works of sculpture, exhibits of various arts and crafts, and a notable art library and collection of illustrative material for lectures.

Oberlin offered courses in the history and appreciation of art when they were rather rare in American colleges, and today the requirements for graduation provide that no student may receive a degree without having taken some course in the appreciation of either art or music.

Oberlin and Literature

IN London one day President King sought shelter from the rain in a bookstall, where he was surprised to find on one of the trays a copy of President Finney's "Theology." Although President Finney has been dead many years, a new edition of his "Theology" was issued not long since, and an abbreviated edition of his "Autobiography" was printed in India.

In the field of theological literature the Oberlin presidents have been prolific and influential writers. President Fairchild's "Theology" had its own strong appeal, and President King is one of America's best known writers on practical psychology, theology and religion. Dr. Washington Gladden said of him: "In few of our teachers is there a happier blending of courageous intellect, irenic temper, moral thoroughness and religious earnestness. The contribution he has made to theological and ethical science is very valuable."

Oberlin men are authorities in other fields. The recognized authority on musical history and appreciation is an Oberlin professor, as is also the recognized authority on the history of physical education.

An Oberlin man edited the American contributions to the *Encyclopædia Britannica*.

But it is not alone in the more scholarly branches of literature that Oberlin men are at the front.

An Oberlin man is editor of *The American Magazine*.

Oberlin men have edited *The Kansas City Star*, *The Springfield Republican*, *The Toledo Blade*, three American dailies known for their independence and integrity of character and leadership.

One hundred fifty-seven Oberlin graduates have written books.

Three hundred forty-seven are listed as writers and contributors to various publications.

Two hundred fourteen have chosen journalism as a career, of whom 73 have become editors of newspapers or magazines.

Oberlin and Music

"*THE* music at Oberlin is like a constant benediction on our college life," wrote one of the early students. And it is quite likely that any students at Oberlin today who pause to analyze the effect of the College music might say something of equal emphasis.

Music at Oberlin grew out of the recognition of the College fathers that music could be made a power in the religious and cultural life of the students. At first it expressed itself mainly in sacred music. A member of the faculty built the first organ used in the community, and led the choir that sang to its accompaniment. The great Oberlin choir soon became famous the country over for its marvelous singing; musical societies were formed; music festivals made their appearance; symphony orchestras and noted artists included the College in their concert tours, and Oberlin became a recognized center of music in the Middle West.

In age and rank the Conservatory of Music at Oberlin is one of the three outstanding schools of music in America, and has an international reputation. Its Department of Organ is the largest in the world. Its students come from East and West. Its graduates administer schools of music all over the country. Seventy-seven of them have become supervisors of public school music.

Aside from the thorough theoretical and technical training given students in the School of Music, the whole College benefits by the organ recitals, artists' concerts, and choral music which the Conservatory makes possible. And the courses in musical history and appreciation give every Oberlin man and woman an opportunity to know and appreciate the best in music.

Oberlin in Science and Invention

THE Edison medal for the outstanding achievement in electrical research in 1922 went to an Oberlin graduate who is one of the world's foremost physicists.

An Oberlin man, who is recognized as one of the leading zoologists in the United States, was invited to deliver the opening lecture before a section of the British Association for the Advancement of Science.

An Oberlin alumnus is President of the Chicago Academy of Science, and former President of the American Association for the Advancement of Science.

A graduate of Oberlin began the manufacture of asphalt paving.

One of the first typewriters used in business was invented by an Oberlin graduate, as was one of the first electrical linotype machines.

An Oberlin man was co-inventor of the telephone.

The man who invented ball bearings, and the machinery for their manufacture, was an Oberlin graduate.

An Oberlin man, a pioneer in the realm of geology in this country, was Director of the United States Geological Survey, and received more honors from European scientific societies than any scientist of his generation, holding honorary membership in more than forty such societies at the time of his death. By him, the Grand Canyon of the Colorado was first made specifically known. A second Oberlin man did a similar service for the Yellowstone National Park through his extended geological government surveys. Oberlin was conspicuously represented a third time in this field by another Director of the Geological Survey. A fourth geologist was a well-known authority on the glacial period.

Using the kitchen and woodshed of his father's house in Oberlin for a laboratory, an Oberlin graduate, working on a

problem suggested by an Oberlin professor, discovered the modern method of making aluminum, a process which has revolutionized the aluminum industry, reducing the price of aluminum from twelve dollars a pound when he began his experiments, to eighteen cents a pound at the time of his death.

Although Oberlin is not a technical school, it has trained many men for work in both pure and applied science. A representative of the National Research Council said: "I was very greatly impressed with the exceptional research spirit and with the success with which the research point of view was being presented to undergraduates. The situation is so in advance of that often found in colleges that we desire to refer particularly to achievements at Oberlin in encouraging research in other institutions."

Oberlin and Law

THREE hundred eighty-eight Oberlin graduates have become lawyers.

Of this number 41, or more than 10 per cent. have become judges.

Oberlin graduates have held professorships in many of the best law schools in the country and have been especially prominent in the Law School of Western Reserve University, furnishing the present dean and supplying from fifteen to fifty per cent. of its faculty every year.

An Oberlin alumnus drafted and is largely responsible for the passage of the civil service laws in Illinois.

An Oberlin man became Attorney General and later Governor of Ohio, while another also served as Governor of Ohio and later Secretary of the Interior.

An Oberlin man served ten years as Secretary of the American Legation in Japan and later was chosen as Chief Counselor to the Governor General of Korea.

An Oberlin man who served in both branches of the Ohio Legislature was American Consul at Rio de Janeiro, and later served five terms in Congress.

An Oberlin man was selected to serve as a member of the War Department Board charged with settling four billion dollars worth of contingent liabilities in behalf of the United States.

An Oberlin lawyer was chosen to draft the revised banking laws for the State of New York.

An Oberlin man was a member of the American Commission to the Allies in 1921, and was legal adviser to the United States Finance Commission in Europe during the War.

Oberlin and Medicine

BECAUSE he was the only white physician ministering to twenty thousand Chinese during an outbreak of the Bubonic Plague in California, an Oberlin man was decorated by the Chinese Government.

An Oberlin woman founded the Women's Medical College of San Francisco. She was one of the few women physicians to serve as a professor in the New York Medical College.

These are but two of 281 Oberlin graduates who have become physicians.

An Oberlin graduate who founded Grant Hospital in Columbus, Ohio, one of the largest private hospitals in the world, and recently presented it to the city, was Chancellor of the Ohio Medical University, Professor of Clinical Surgery at Ohio State University, and served as President of the Ohio State Medical Society.

Another Oberlin graduate, who was honored with the presidency of the Ohio State Medical Society and who was also President of the American Surgical Association, was Professor of Surgery at Western Reserve University for a number of years and was largely responsible for building up Lakeside Hospital in Cleveland to be one of the best known surgical centers in the country.

Another Oberlin physician founded a great chemical company, and while heading this concern found time to serve as Chairman of the International Committee of the Y. M. C. A. and Chairman of the Executive Committee of the American Missionary Association.

Most of the Oberlin physicians are doing their work as specialists, surgeons and practitioners in American communities. Many of them, who have entered the service of missionary boards, are serving foreign people in remote parts of the world.

Oberlin and Business

AN Oberlin man began the construction of the Nicaragua Canal with 1,700 men working for him. He also built a network of railroads in the western United States, and other railroads in Central America as well.

Another Oberlin man was President of the Missouri, Kansas and Texas Railroad.

An Oberlin man was Vice-President of the American Telegraph and Telephone Company.

An Oberlin man is President of the Elgin Watch Company.

An Oberlin man organized the Aluminum Company of America.

Two Oberlin men have served as Presidents of the Cleveland Chamber of Commerce.

An Oberlin man is President of the Cleveland Real Estate Board.

Seventy-six Oberlin graduates have become bankers, founding many banks in Ohio, among them one of the largest banks in the country.

In all, nine hundred Oberlin graduates have gone into business. They include the presidents of two million-dollar mortgage companies, the president of a million-dollar real estate investment company, the organizers of bonding companies, the builders of thriving merchandise concerns, and the vice-presidents of two great New York City banks.

Oberlin men have been president, vice-president or treasurer of five of the largest rubber manufacturing companies in the world.

An Oberlin graduate was recently President of the Automotive Association of Ohio and is now Chairman of the Ohio Committee on the St. Lawrence International Waterway.

Two Oberlin graduates are managers of large steel foundries.

An Oberlin alumnus is President of the Industrial Bank of Japan, Limited.

Oberlin men established the modern ice industry in Chicago and the Middle West.

An Oberlin man organized and directed one of the largest co-operative fruit exchanges in the world.

Oberlin and the Student

WHEN David Livingstone, the African explorer, received his first quarter's salary in London he sent it to his brother Charles in Scotland, and told him to go to Oberlin and get an education.

Florence Nightingale sent her cousin to Oberlin to be educated.

Mary Lyon, the founder of Mount Holyoke, the first woman's college in New England, selected Oberlin as the college in which to educate her nephew.

Always Oberlin has been a national college, known beyond what would ordinarily be considered its natural territory. In 1838, because of its championship of abolition, the London City Council considered a measure to help the College financially—a measure that was lost by only two votes.

Cosmopolitanism

Oberlin today, is nearly, if not quite, America's most cosmopolitan college, her only rival in this respect being Yale University. The 1,700 students now at Oberlin come from every state and territory and 16 foreign countries.

Self-Support

The students are self-reliant; one of every seven men is entirely self-supporting. Sixty per cent. of the men students and thirty-five per cent. of the women students are partially self-supporting.

Church Membership

More than twenty denominations are represented in the student body. Seventy-six per cent. of the men and eighty-four per cent. of the women are church members.

College Health

Sixty to seventy per cent. of the students take part in outdoor sports. Every student has regular courses in physical education in the freshman and sophomore years, looking to both physical and psychical results. Although the College is more interested in the physical well being of all the students than in producing winning athletic teams, Oberlin has the distinction of having lost only one Ohio Conference football game in four years. The intramural sports form a portion of a positive organic program for recreation, conceived as a part of education.

The Faculty

The faculty are leaders in various fields; they are teachers and writers; some of them are known for careful research; others as authors of text books widely used in colleges and universities. The number of Oberlin professors listed in *Who's Who in America* is nearly double that of any other college in Ohio, save the State University.

The Library

Oberlin has the largest college (not university) library in America. It contains a half million books and pamphlets. At the same time the Oberlin library is an unusually good working library and has a record of extraordinary use. It serves both college and community. The librarian, one of the foremost in the country, is the only college librarian to be honored with the presidency of the American Library Association in thirty years.

Length of Residence

An investigation by a Beloit professor shows that of 31 colleges and universities in the north central states, Oberlin holds a greater percentage of its men through the four year course than does any other.

Co-operation

Trustees, faculty and students work together, it is believed, in an unusual degree. The early action of the Board of Trustees committing the inner management of the College entirely to the faculty, is perhaps the most significant illustration of this notable team-work. Teachers share directly in discussion of appointments and budget. And the government of the College involves helpful co-operation on the part of the students with the faculty. There is evidence, too, of an increasing intellectual fellowship between faculty and students.

The Spirit of the College

An outstanding teacher, not an alumnus of Oberlin, who has known the College intimately for many years, wrote: "I believe in Oberlin because it is free, because it seeks reality, because, so far as a college can, it brings young men and women face to face with truth."

Oberlin's Financial Situation

THE three principal factors in the financial problem of Oberlin College are the income from the Hall bequest, the unproductive part of the endowment fund and the building needs.

Income Is Diminished

IN 1917-18 Oberlin College received its first income from the bequest of the late Charles M. Hall. The amount of the income for that year was \$184,000, most of which was used for the first increase in the excessively low faculty salary scale of that period, and the remainder for the excess of expenditure over other income. In 1919-20, when the income from the bequest reached its high point, \$196,500, a second, larger increase in the salary scale was made, bringing it up almost to the level of that of other first-class colleges.

The annual cost of the second increase, however, was approximately \$162,000, an amount that the advance of \$12,500 in the income of that year obviously did little to meet. The extra cost was temporarily met from other sources, but the College relied chiefly, in making the increase, upon confident assurances that there would soon be a great advance in the income from the Hall bequest. That expectation has not been realized. Instead, the income has fallen off, dropping from \$196,500 in 1919-20 to \$137,500 in 1920-21, and then to \$84,000 in 1921-22. This reduction of more than \$100,000 in the income of the College has had the effect of a temporary shrinkage of a clear \$2,000,000 in its capital. It has been the more serious in its results, because it came at a time when the College expected, and greatly needed, a large increase in its resources.

Drastic Economies Practiced

TO meet the very difficult situation resulting from this loss, the College has taken four steps, of which some at least are very undesirable: It has cut from the annual budget, already closely restricted to actual needs, the sum of \$65,000,

thereby bringing to the verge of disaster certain vital needs of the College; it has doubled the charges for tuition; it has increased the number of students in the College of Arts and Sciences from 1,000 to 1,200; and it has sought five-year pledges from guarantors. With all these efforts it has not been able to avoid incurring a deficit in every year but one since 1917, and it is never free from the danger of exceeding its income, even on the present limited scale of operation. *Only a permanent increase in its resources can give final relief. Two million dollars is the irreducible minimum needed at this time.*

Capital Has Shrunk

*I*T is of course the hope of the College that the income from the Hall bequest will some day regain or exceed its former proportions. If it does so, the increase will all be needed to wipe out the accumulated deficit of the past few years, amounting now to about \$200,000, and to restore to the working capital of the College the large sum that has in recent years become unproductive.

For a number of years it has been necessary from time to time to take income-yielding properties as sites for College buildings, and to use income-producing funds for the purchase of properties indispensable to the future development of the College plant, but incapable of yielding income at present. The funds used for these purchases, amounting to about a half-million dollars, were not restricted by their donors to any particular use, but income was greatly lessened through their transfer to non-productive but necessary uses. Although this was entirely proper, and their integrity as assets of the College is wholly unimpaired, it is still certainly desirable that the gap left in the productive capital by their transfer should be filled as soon as possible.

If the Hall bequest should again produce its former income, it would take the entire increase for a period of from five to ten years to fill this gap and wipe out the accumulated deficit.

New Endowment Needed

*I*T is imperative, therefore, that new money for endowment be raised *at this time*, simply to restore the College to its normal level of operation and relieve it from the present necessity of depending upon annual subscriptions to meet its current expenses. For these two purposes alone the income of the \$2,000,000 endowment now sought will all be needed.

Moreover, on account of the steadily advancing cost of education, there must be a corresponding enlargement of the scholarship funds, if Oberlin's opportunities are to be kept open to self-supporting students. At least \$100,000 should be raised now for this purpose. And for the Conservatory of Music there is needed for general purposes an endowment of \$400,000.

College Is Cramped for Room

*I*N addition to new endowment, the College urgently needs funds for new buildings. Its building program has been held up since before the war. For its most urgent, immediate needs at least \$2,000,000 is imperatively required. This sum must be made to go as far as possible toward providing a modern recitation building; a college hospital; a woman's gymnasium; the theological group; laboratories for the scientific departments; dormitories, especially for men; and an addition to the library. And with every building, to prevent its becoming a drain upon the resources of the College, there should be an endowment for its upkeep.

The list of imperative needs, therefore, stands as follows:

For endowment of salary increases already made.....	\$2,000,000
For scholarship aid for self-supporting students.....	100,000
For the Conservatory of Music.....	400,000
For the most urgent building requirements.....	2,000,000
Total	\$4,500,000

The Oberlin Campaign

A NATION-WIDE effort is now being made to raise this \$4,500,000. The place which Oberlin College is to fill in American education in future years depends upon the degree to which this enterprise succeeds.

You have read something of Oberlin's history and ideals, as well as of the character of her graduates. Your co-operation in helping to solve the present critical financial problems of the College is earnestly asked.

To those who appreciate and believe in the kind of students Oberlin is producing and has produced for ninety years, the Trustees of Oberlin College make this appeal to strengthen the College's financial resources, so that Oberlin may continue to contribute to the nation the same high type of citizenship.

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